

# THE BEGINNINGS OF EDUCATION AND TRAINING FOR DELIVERING PHYSICAL EDUCATION CLASSES IN CROATIA – 140 YEARS OF TRADITION

Dario Škegro and Zrinko Čustonja

*University of Zagreb Faculty of Kinesiology, Zagreb, Croatia*

Original scientific paper

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## Abstract:

The aim of this research is to analyze the activities and events preceding and enabling to establish system of education and training of personnel for delivering physical education (PE) classes in Croatia after the introduction of obligatory PE classes in the Croatian education system in 1874. The archival materials, mostly unprocessed until now, of the Croatian State Archives, the Croatian Sports Museum and the National and University Library in Zagreb were used. The beginnings of education of PE professionals in Croatia are related to the introduction of PE as an obligatory subject into the elementary school curricula in the Kingdom of Croatia, Slavonia and Dalmatia in 1874. Until then PE teaching was mainly optional and delivered by foreign gymnastic teachers (Germans, Austrians, Czechs), who implemented the principles of the German and later Czech gymnastic system. Most of the other teachers in the elementary schools, however, did not have even a minimal knowledge for conducting PE classes nor was there any reference or literature from which they could attain basic knowledge of the prescribed PE curriculum. We recognized two parallel systems of training introduced in 1875. First system consisted of short training courses for the elementary school teachers that were already teaching at the schools. Second was the introduction of Gymnastics as an obligatory course/subject in the teachers training colleges. Twenty years after the obligatory PE classes had been introduced into the Croatian schools, Franjo Bučar (1866-1946), after he had returned from his two-year education at the Royal Central Gymnastic College in Stockholm (Sweden), organized and managed a two-year Course for the Secondary School Gymnastic Teachers (1894-1896). In fact, it was the first high school (college) for PE in Croatia and in this region of Europe. The curriculum and syllabus, devised by Franjo Bučar, were modern and comparable to any curriculum of the most popular European schools of that time. In the three-semester course thirty attenders (one woman among them – Ivana Hirschmann) took 16 theoretical and practical course subjects. The beginnings of education and training of personnel for conducting PE classes in Croatia was very important not only for the development of PE but also for the development of sports and exercise movement in Croatia. However, all activities regarding education and training for PE were also powerfully influenced by political circumstances in the 19<sup>th</sup> century Croatia.

*Key words: physical education, training, education, Croatia, Franjo Bučar*

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## Introduction

Physical Education (PE) in Croatia, as a non-obligatory school subject, first appeared during the process of strong germanization of Croatia in the 1850s. First physical education teachers came to Croatia from Austria and at that time they delivered PE classes exclusively in German language in accord with the principles of the German gymnastics system (Bobić & Čustonja, 2005). In some previous research (Grgić & Čustonja, 2011; Čustonja & Škegro, 2011) the activities and events were analyzed that had preceded and enabled passing of the first Croatian Act on Education – *Zakon ob ustroju pučkih školah i preparandijah za pučko učiteljstvo u kraljevinah Hrvatskoj i Slavoniji* [Act of the con-

stitution of primary schools and primary-teacher-training schools in the Kingdoms of Croatia and Slavonia. In Croatian.] in 1874, by which the obligatory physical education classes were introduced into primary schools in Croatia. Those research studies allow the conclusion that the constitutional (state-right) position of Croatia within the Austro-Hungarian Empire and unfavourable political circumstances for Croatians in the 19<sup>th</sup> century influenced powerfully the process of introducing compulsory PE classes in the then educational system. The introduction of obligatory PE classes into Croatian primary schools was also connected with the development of the bourgeois society and pedagogical idea in Croatia and with the onset of the development of Croatian exercise and sports movements.

The beginnings of education of sport and PE professionals in Croatia are related to the introduction of PE as a compulsory subject into the elementary school curricula in the Kingdom of Croatia, Slavonia and Dalmatia in 1874. In Dalmatia and Istria, which were under the direct Austrian ruling, the non-compulsory PE classes (under various names, like “gombanje”/ exercising, physical exercise, strengthening, gymnastics, and others) were introduced into schools back in the year 1848, whereas the compulsory PE classes were introduced in 1868 (in the same year as in Austria). In the Croatian Military Border the obligatory PE classes were introduced in 1871. So, when the compulsory PE teaching was also launched in the Civil Croatia in 1874, PE teaching became an obligatory subject in schools of the entire Triune Kingdom of Croatia, after more than 20 years of previously unsuccessful trials (see Janković, 1954; Bobić & Čustonja, 2005). Until then PE teaching was mainly optional and delivered by foreign gymnastic teachers (Germans, Austrians, Czechs), who implemented the principles of the German and later Czech gymnastic system. It is especially true for the Croatian Military Border – junior military officers taught the optional subject called Strengthening in schools (the focus was on swimming and swordsmanship) from 1828 (see Cuvaj, 1910). The Croatian-origin educators of the time were not prepared for the PE teaching introduction. Vocational training of PE teachers was a responsibility of gymnastic and military institutions in other countries as well, like in Germany, Austria, or Bohemia (Czech). Only in 1870 a two-year PE teacher training was established in Austria at the faculties of philosophy (liberal arts or humanities) (Janković, 1954). Therefore, it is better to refer to the exercise experts of those times as to the self-educated PE educators, than as to the trained personnel. In the year 1874 there was only one trained expert to teach the subject newly introduced in schools of the Civil Croatia. It was Friedrich Singer. Later he changed his German name Friedrich (Eng. Frederick) into the Croatian variation Miroslav. The Viennese Friedrich Singer, the first PE teacher in the Croatia, taught non-compulsory PE at the Lower Modern School in the city of Rijeka since May 1855. (Radović, 1974). The City of Rijeka is a city at the north Adriatic coast. In the period from 1848 till 1868 it was under the administration of Civil Croatia. At this moment we do not know the reasons, ways or circumstances that had brought F. Singer, PE teacher, to Rijeka. A little is known also about him as a person. In Budapest Municipal Archives there are 49 documents, from 1857 and 1858, related to F. Singer and his request to be transferred from Rijeka to Budapest. The applications reveal he was living in poverty. Josip Premru, the principal of one of the Zagreb High Schools, wrote to F. Singer at the beginning of 1859 and asked him to come to

Zagreb to teach PE in Premru’s school as a non-compulsory subject (Radović, 1974; Cuvaj, 1910). It was expected from F. Singer to teach according to the principals of the German gymnastic system and according to the Austria’s PE curriculum. Two reasons probably motivated the principle Josip Premru, a Slovene by birth and an addicted Germanophile by conviction (Cuvaj, 1910), to introduce non-compulsory PE classes in his school. His ideal schools were those of Prussia and Austria – and they had PE classes. And further, one German teacher more among the personnel of the High Grammar School, who spoke no Croatian and who instructed his students in German, was advantageous to absolutistic regimen, strong Germanization and demise of the Croatian language in Croatian schools. Professional, pedagogical, but also the political reasons obviously motivated the arrival of F. Singer in Zagreb. Singer accepted the invitation and on March 15, 1859, he started to deliver his PE instructions three times a week to 104 grammar-school students who were divided in three groups. The gymnasium was in the Modern Secondary School. Due to a low income, he was forced to live in a part of the gymnasium until his death on November 4, 1876. Friedrich Singer was also the first physical exercise instructor in the Croatian Sokol (Falcon) – a society for physical exercise, established in 1874 in Zagreb.

Apart from F. Singer, there were several domestic enthusiasts, teachers of other subjects, who took their own initiative to gather pupils in their schools in free time and conduct exercise sessions, the most prominent among them being Andrija Hajdenjak. Andrija Hajdenjak was a teacher with the Teachers’ Laboratory School in Zagreb. He was an extraordinary educator entirely aware of the values of PE for pupils. He paid special attention to creating Croatian terms in PE. When F./M. Singer had died in 1876, for some time he was the only PE teacher in schools of Zagreb (Radan, 1970; Čustonja & Jajčević, 2003).

After 1874 and the introduction of compulsory PE classes into elementary schools the need for PE teachers increased so that it could not have been met by the engagement of foreign exercise professionals any more. Therefore, a number of domestic instructors, who would be able to face these new challenges, must have been “produced” quickly.

The aim of this research is to analyze the activities and the events preceding and enabling to establish system of education and training of personnel for PE classes conducting in Croatia after the introduction of obligatory PE classes in the Croatian education system in 1874.

## Methods

The main source used is a work by Antun Cuvaj “Građa za povijest školstva kraljevina Hrvatske i Slavonije od najstarijih vremena do danas” [“Sour-

es for the history of education in the kingdoms of Croatia and Slavonia from the ancient times till nowadays”], 2<sup>nd</sup> edition, volumes I-XI, 1910-1913, the most comprehensive and most frequently used source in the national history studies on education. A number of archive and library documents from the Croatian State Archives, the Croatian Sports Museum and the National and University Library of Zagreb were also used. The most of these archival materials was mostly unprocessed until now.

## Results

### First courses for the elementary school teachers' training to deliver Physical Education classes

In accordance with the previously mentioned Law on Education from 1874, PE classes in elementary schools were conducted by elementary school teachers specialized in other school subjects. Before the enactment of the Law, there were only a few teachers in both the elementary and secondary schools who, on their own initiative and enthusiasm, taught optional and nonobligatory PE classes, such as, for example, Gustav Habjanić from the city of Samobor. Most of the other teachers in the elementary schools, however, did not have even a minimal knowledge for conducting PE classes nor was there any reference or literature from which they could attain basic knowledge of the prescribed PE curriculum.

In the Croatian Official Gazette, No. 172, from July 30, 1875, on the second page, in the article under the title “Physical exercise examination”, one can read a report on the two-month training course for novice (probationer) PE teachers who “will be able, next year as teachers, to give instructions to children in that subject as well” (Croatian Official Gazette, 1875). The training course ended with an examination. At the examination the candidates “performed various exercises in walking, jumping, and running, and on apparatuses, like rings, a bar, a pole, and a rope. The students had just a two-month practice, but the results were more than satisfactory. They did not have only practical classes, but learned a lot of theory as well. And certainly they mastered all that knowledge necessary for teaching in elementary schools.” [Original in the Croatian language: „izvađali su razne vježbe u hodu, skakanju, trčanju, zatim na spravah kao na karikah, ručah, na prieči, o motki i konopu. Pripravnici učili su samo dva mjeseca, a uspjeh je vrlo povoljan. Nisu se oni samo praktično vježbali već su i teoriju učili, a može se reći i naučili koliko jim je treba kao učiteljem pučkih školah.“) The lecturer was F./M. Singer. That was the first, as far as we know today, course for PE teachers in Croatia.

The outcome of the course was first 22 elementary school teachers of Croatian nationality with basic knowledge for conducting and implementing PE in school curricula.

### PE training courses for the elementary school teachers and PE classes at the teacher training colleges

After Miroslav Singer had died in 1876, František Hochman, of Czech origins, came to Zagreb to be appointed as the F./M. Singer's successor as a teacher in the Croatian Falcon and in schools of Zagreb. With his arrival the Bohemian (Czech) gymnastic system replaced the previously generally implemented German gymnastic system in Croatia. František Hochman, who brought new élan and denoted a strong step forward in PE promotion, continued with PE training courses in order to qualify more persons for PE teaching in schools. So he started with organizing a six-week course in winter of 1877 and a month-long course in summer of 1878 and continued with courses in the years to come. A course was held in the city of Velika Gorica in 1877, and in the city of Osijek in 1880 for teachers outside Zagreb (Cuvaj, 1910). Together with A. Hajdenjak, F. Hochman also started the first professional journal “Falcon” in 1878, which was being published for one year. The “Falcon” published a number of articles regarding PE methods and appropriate exercises (Janković, 1954; Radan, 1970; Radan, 1984; Čustonja & Jajčević, 2003).

It seems that in 1880 the last courses were held. It is reasonable to assume that there was no need to maintain this kind of training for teachers anymore. Most probably by the year 1880 first teachers that had finished regular teachers training colleges, where the gymnastic courses were parts of regular curriculum since academic year 1875/1876, started to getting positions in schools.

In the period over six years, from 1875 to 1880, it is reported a total of 6 courses of varying duration were held. Four (in 1875, 1877, 1879 and 1880) were held in Zagreb, while the two were held outside Zagreb – in Velika Gorica (1878) and Osijek (1880). So when teachers' training to conduct PE classes in elementary schools in Croatia are regarded during the first few years after the first Law on Education was passed, a sort of dualism is obvious. At the same time courses for graduated teachers and teachers who were already working in elementary schools were held, and regular PE and Gymnastic subjects/classes were delivered in teacher training colleges. The lecturers in both cases were Friedrich Singer and, later, František Hochman. After 1880, elementary schools teachers acquired their qualifications for conducting PE classes only in teacher training colleges.

### **The two-year course for the secondary schools PE teachers in 1894–1896 – The first high school (college) of PE in Croatia**

First training courses, held under the leadership of F./M. Singer and later F. Hochman, were scheduled for teachers with the plebeian (early elementary) and civil/ middle class (late elementary) schools. The act on the introduction of PE as a compulsory subject in secondary schools resulted in the increased needs for PE teachers. The Croatian Falcon took the responsibility to train expert teachers in the beginning and was granted a month lump sum from the Government as remuneration for the organization expenses and care. Yet, it had only short-term and temporary effects. Just a few persons were able, like Vladimir Novak, to participate in courses for PE teachers and to get their qualification abroad. Vladimir Novak was educated in Prague and, in fact, was one the first PE teacher with higher education diploma in Croatia who taught PE in cities of Split and Tuzla. He wrote several professional textbooks, among which “Short instruction on physiology of gymnastics” was published in Split in 1898 (Radan, 1984).

Twenty years after the compulsory PE classes had been introduced into the Croatian elementary schools, Franjo Bučar (1866-1946), “a father of Croatian sport”, entered the ‘historical arena’. His name was related to almost any significant event in the area of sport and Physical Education in Croatia from the end of the 19<sup>th</sup> century to the middle of the 20<sup>th</sup> century. He was the first Croat in the membership of the International Olympic Committee (1920-1946).

In 1892 Professor Isidor Kršnjavi, Ph.D., the Principal (Minister) of the Department of Religious Affairs and Teaching of the Country Government of Croatia, Slavonia and Dalmatia sent Franjo Bučar to Sweden for his education. The aim was to educate an expert who would be ready to transfer his knowledge to his compatriots. While Bučar was studying in Sweden, Prof. Kršnjavi was preparing the terrain for the introduction of the Swedish gymnastic system in Croatia. Namely, the then Croatian Vice-Roy Khuén Hédervary considered the Swedish gymnastic system was neutral enough from the aspect of national feelings and it should, hopefully, decrease political influence of the Croatian Falcon and the Bohemian gymnastic system, soaked-through with national feelings, on the Croatian youth. Bučar’s noticeable role in the history of Croatian sport started in 1894 after he had returned from his two-year education at the Royal Central Gymnastic College in Stockholm (Sweden). Upon his return, Franjo Bučar got his first assignment – to organize and manage a two-year Course for Secondary School Gymnastic Teachers (1894-1896). In fact, it was the first high school (college) of PE in Croatia and in this region of Europe (Radan, 1984).

The first idea of F. Bučar was a two-year training course for secondary school PE teachers in the form of a permanent university course. The course was planned for those students that “study for teachers of secondary schools, like in Austria, Hungary and Germany, so that they enter such a biannual course, while they’re at the university, where they, along with other subjects can listen gymnastics as well” (Bučar, 1896).

Eventually it was decided that the first generation of the two-year course for PE teacher would be elementary school teachers who will be granted a permission to work as secondary school teachers of PE after their successful completion of that training course. About 60 elementary school teachers applied for the course and 30 of them were selected. Among them only one female applied and was selected. It was Ivana Hirschmann. All elementary school teachers were treated as full-time students and all of them received a sort of scholarship in a form of full elementary school teacher salary (Bučar, 1896).

The curriculum and syllabus, devised by Franjo Bučar, were modern and comparable to any curriculum of the most popular European schools of the time. As role models Bučar used the similar course syllabuses from Stockholm (Sweden), Oslo (Norway), Copenhagen (Denmark), Berlin (Germany), Vienna (Austria) and Prague (Czech). The course started on October 1, 1894. In the four-semester course thirty attenders took 16 theoretical and practical course subjects: Gymnastics (time allocation per week: 6 hours of exercise + 2 hours of theoretical classes), Sabre (5+1), Foil (3+1), History of Gymnastics (1), Seminar in Gymnastics (1), Practice – exercise with the secondary school students (3), Military Gymnastics (2), Anatomy and Physiology (3), First Aid (1), School Hygiene (1), Games (2), Ice Skating and Skiing (2), Fire-fighting (2), Swimming, Excursions and Dances (Bučar, 1896).

In almost ideal conditions, provided by Isidor Kršnjavi, the Principal (Minister) of the Department of Religious Affairs and Teaching of the Government of Croatia, Slavonia and Dalmatia, Bučar managed to incite interest of the Course attenders in many sports and games previously unknown in Croatia. Certain contents were taught and shown for the first time in Croatia, like football, figure skating, ice hockey, field hockey, skiing, sleighing, cricket, and fencing – foil. Simultaneously, the body of knowledge and skills was expanded on swordsmanship, tennis, exercises on apparatuses, cycling, athletics, bocce playing and other sport disciplines. During the course over 80 games for children were demonstrated (Bučar, 1896).

School practice was conducted during all semesters in Zagreb’s secondary schools. First, student-teachers taught smaller classes and later the

whole classes. History of PE was taught according to the Löffler's book "Gymnastics for teachers and teacher trainees" and some foreign authors like Scheiner and Euler. At gymnastics seminars, the course participants were acquainted with the domestic and foreign literature.

As Isidor Kršnjavi soon had to step down as head of the Department of Education and Religious Affairs, the duration of the course from the four planned was shortened to three semesters. The classes were delivered until March 25, 1896. On March 31<sup>st</sup> final exams were held. All attenders passed the final exam. They were trained in teaching PE in secondary schools. Seven of them were immediately appointed as teachers in secondary schools, while others were promised that they will be appointed later. Before he retired from his position, I. Kršnjavi provided budget funding for salaries of the seven new PE teachers, as well as support for the construction of new gymnastic halls and, for all the schools to which new teachers were assigned, some basic equipment and supplies for games and fencing equipment.

The course attenders passed the final examinations and as qualified PE teachers and professionals in sport returned to their hometowns. Although the Swedish gymnastic system was never officially introduced in the Croatian educational system and the Czech Sokol system remained predominant gymnastic system, "some Swedish equipment (ladders, benches) became regular equipment in Croatian schools' gymnastic halls and also more attention was given to sports and sports games in school curricula" (Radan, 1970). The two-year course for PE teachers is very important in the historical development of PE in Croatia. One of the most important legacies of the Course lies in the fact that F. Bučar and Course attenders managed to increase very quickly the quality of PE and sport in Croatia.

Credits goes to them and their efforts in promoting and improving reputation of sport, which resulted in not only inclusion of numerous sports and sporting games in the school curricula, but in the introduction of numerous sports to schools as extracurricular activities and in the establishment of first sport organizations. Unquestionable are credits to Franjo Bučar and his contribution to the foundations of modern sport in Croatia.

Kršnjavi introduced numerous measures to improve working conditions of PE teachers both in the elementary and secondary schools. He appointed Franjo Bučar the principal adviser on the construction and maintenance of gymnasias and playgrounds in Croatia. No new school could have been built without a gymnasium and playground. It was a legal obligation of financiers to provide construction of gymnasias and playgrounds according to the determined standards (1-2 m<sup>2</sup> of the indoor and 4.5

m<sup>2</sup> of the outdoor space per pupil) (Croatian Official Gazette, 1892).

In several decades that were to come, the course attenders were, together with Franjo Bučar, the most agile participants and organizers of sporting events in Croatia while they were simultaneously performing their routine teaching tasks in schools across Croatia. The true social and historical value of the Course for the development of PE and sport in Croatia of the time can be seen in the fact that Isidor Kršnjavi, due to the political causes, but mostly due to the effects of the Course, was forced to resign from the position of the principal of the Department of Religious Affairs and Teaching of the Country Government of Croatia, Slavonia and Dalmatia. His successor abolished any vocational training of PE teachers. Over 45 years should have passed and four systems of government should have been changed before PE teacher training was re-established in Croatia (Čustonja & Jajčević, 2003).

## Conclusion

The beginnings of education of sport and PE professionals in Croatia are related to the introduction of PE as a compulsory subject into the elementary school curricula in the Kingdom of Croatia, Slavonia and Dalmatia in 1874. Before PE became compulsory subject in elementary schools, it was mainly optional and in most cases delivered by foreign gymnastic teachers (Germans, Austrians, Czechs). Croatian educators of the time were not prepared for the PE teaching introduction. In the year 1874 there was only Friedrich/Miroslav Singer who was a trained expert to teach the newly introduced subject in schools of the Civil Croatia. He established a parallel system of preparation and training of the elementary school teachers for conducting PE. On one hand we had short training courses for elementary school teachers that were already teaching at the schools. On the other hand and at the same time, he introduced PE and Gymnastics as an obligatory course/subject at the teacher training colleges. In the period over six years, from 1875 to 1880, it was reported to have held a total of 6 courses of different duration. Four (1875, 1877, 1879 and 1880) were held in Zagreb, while the two were held outside Zagreb: in Velika Gorica (1878) and Osijek (1880). Those courses were for the graduated teachers and teachers who were already working in elementary schools. We can conclude that this parallelism of preparation and training of the elementary school PE teachers was enough to satisfied needs of the Croatian educational system of that time for qualified and trained personnel.

Twenty years after the obligatory PE classes had been introduced into the Croatian schools, Franjo Bučar organized and managed a two-year Course for Secondary School Gymnastic Teachers (1894-

1896). In fact, it was the first high school (college) of PE in Croatia and in this region of Europe. The curriculum and syllabus, devised by Franjo Bučar, were modern and comparable to any curriculum of the most popular European schools of the time. In the three-semester course thirty attenders (one woman among them – Ivana Hirschmann) took 16

theoretical and practical course subjects. The two-year course for PE teachers is very important in the historical development of physical education in Croatia. One of the most important legacies of the Course lies in the fact that F. Bučar and Course attenders managed very quickly to increase the quality of PE and sport in Croatia.

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Correspondence to:  
Dario Škegro, Ph.D.  
Faculty of Kinesiology, University of Zagreb  
Horvaćanski zavoj 15  
10 000 Zagreb, Croatia  
Phone: +385 1 3658 656  
E-mail: dario.skegro@kif.hr

## POČECI ŠKOLOVANJA I OSPOSABLJAVANJA KADROVA ZA PROVOĐENJE NASTAVE TJELESNOG ODGOJA U HRVATSKOJ – 140 GODINA TRADICIJE

Cilj je ovog istraživanja analizirati aktivnosti i događaje koji su prethodili uspostavi sustava školovanja i osposobljavanja kadrova za provođenje nastave tjelesnog odgoja u Hrvatskoj nakon uvođenja obvezne nastave tjelesnog odgoja u hrvatski obrazovni sustav 1874. godine. Za istraživanje su korišteni uglavnom neobrađeni arhivski materijali Hrvatskog državnog arhiva, Hrvatskog sportskog muzeja i Nacionalne i sveučilišne knjižnice u Zagrebu. Počeci školovanja profesionalaca za nastavu tjelesnog odgoja u Hrvatskoj povezani su s uvođenjem tjelesnog odgoja kao obveznog predmeta u programe osnovnih škola na području Banske Hrvatske. Do tada je nastava tjelesnog odgoja bila je izbornoga karaktera, a održavali su je uglavnom strani učitelji gimnastike (Nijemci, Austrijanci, Česi) koji su na prostore Banske Hrvatske donijeli načela njemačkog, a kasnije i češkog gimnastičkog sustava. Većina ostalih pedagoških djelatnika u osnovnim školama tada nije imala ni minimalne kompetencije za provođenje nastave tjelesnog odgoja kao što nije bilo ni literature ni uputa iz kojih bi mogli prikupiti osnovne informacije za provedbu propisanoga kurikulumu tjelesnog odgoja. Moguće je razaznati dva paralelna sustava osposobljavanja koja su bila u uporabi 1875. godine. Prvi se sustav sastojao od kratkih tečajeva za učitelje u osnovnim školama koji su već predavali i bili zaposleni. Drugi je podrazumijevao Gimnastiku kao obve-

zni predmet tijekom školovanja učitelja za osnovnu školu. Dvadeset godina nakon uvođenja obvezne nastave tjelesnog odgoja u hrvatske škole, Franjo Bučar (1866. – 1946.), nakon povratka s dvogodišnje edukacije na Centralnom kraljevskom gimnastičkom zavodu u Stockholmu u Švedskoj, organizirao je dvogodišnji Tečaj za učitelje gimnastike (1894. – 1896.). Ovaj tečaj je zapravo predstavljao prvi oblik visokoškolskog obrazovanja kadrova za potrebe nastave tjelesnog odgoja u Hrvatskoj kao i u ovom dijelu Europe. Plan i program Tečaja, koji je sastavio Franjo Bučar, bio je moderan i usporediv sa sličnim dokumentima najpopularnijih europskih škola za obrazovanje kadrova za nastavu tjelesnog odgoja u to vrijeme. Tijekom trosemestralnog tečaja, 30 polaznika (među njima je bila i jedna žena – Ivana Hirschmann) je odslušalo 16 teoretskih i praktičnih predmeta. Početak edukacije kadrova za provođenje nastave tjelesnog odgoja u Hrvatskoj bio je važan ne samo za razvoj kineziološke edukacije (fizičke kulture, tjelesnog odgoja), nego i za razvoj sporta i tjelesnog vježbanja. Ipak, važno je na kraju spomenuti i kako su sve aktivnosti vezane za školovanje i osposobljavanje kadrova za nastavu tjelesnog odgoja bile pod snažnim utjecajem političkih zbivanja u Hrvatskoj u 19. stoljeću.

***Ključne riječi:*** tjelesni odgoj, osposobljavanje, školovanje, Hrvatska, Franjo Bučar